

Chapter 4

Assessment-on-the-fly

UK, Finland, Cyprus and France



Introduction

- In inquiry classrooms, informal assessment conversations (interactions on-the-fly) provide teachers with a rich-bed of evidence of student learning, that is collected in real time as students engage with inquiry activities.
- While inquiry work provides teachers with an insight into student understanding, at the same time the dialogue creates a rich breeding ground for student ideas to develop and evolve
- The learning evidence that can be collected through interactions on-the-fly depends on how these assessment conversations are set up, on what type of questions are used and how the teacher interprets and acts upon this evidence.

Chapter 4 looks at

- Introduction
- vignettes of on-the-fly interactions in inquiry settings from UK, Finland, Cyprus and France
- several tools and professional development activities that supported teachers in assessing on-the-fly
- affordances, dilemmas and constraints that occurred as teachers attempted to integrate on-the-fly assessment into their existing assessment classroom practices

Vignettes

- UK shows ESRU coded dialogues and unpacks both evidence teacher is collecting and how each teacher is using this formatively
- Finland shows ESRU coded dialogues looks at incidence of reaction and response to learning evidence
- Cyprus focused on breaks in the ESRU cycles, show dialogue and then illustrate breakpoints

Discussion

- Importance of context and focus of the assessment activity
- Which competencies and sub-competencies seem assessable by this method
- How this method fits with other assessment methods to validate/enrich evidence of inquiry competence
- ESRU coding and its use and fit with our findings
- Convergent and divergent assessment
(and maybe probes that initiate/refocus talk on one or other of these)
- Affordances and dilemmas in implementing